

Report of NRDC funded Creative Routes to Qualified Status Programme
Development in SFL Project (2008/2009)

Funder: NRDC

Total Fund: £37,500

Name of Institution: Department of PLD, University of Greenwich

Project lead and researcher: Gordon O. Ade-Ojo

Project 1:

Grant References: PDG-3LON/1 383

Project focus: Additional Diploma in Teaching English (ESOL)

Project Description:

This project was designed to provide the Additional Diploma in Teaching ESOL in a CPD mode to practitioners. The ultimate goal is to find a way in which practitioners will be able to combine their work schedule with the training required for gaining the qualification. Driving this is the desire to contextualise substantial part of the programme in the employment of trainees while also tapping into the use of electronic / virtual learning environment to reduce the attendance demands of the programme. It was envisaged that at the end of the programme, trainees would have had the opportunity to locate the theoretical components of their training in their actual practice within the context of significantly reduced attendance requirements, while at the same time having opportunity to input experience from their practice which can be shared in a virtual learning environment with their colleagues. In order to achieve this, trainees were required to attend lectures one evening a week but to engage with the University's WEBCT as a tool for autonomous learning and dissemination and sharing of ideas and good practice. The programme consists of three courses: (1) ESOL, Literacy and the Learners: This course was the main focus of attendance at lectures during the first phase of the programme. It provided a solid theoretical base which trainees were able to put into context in their practice. (2) ESOL Theories and Frameworks: This served as the anchor for trainees' autonomous learning. Although it had some input sessions, the main thrust was the identification of a research topic based on self-reflection by trainees which then formed the basis of individual research. (3) ESOL Teaching and Learning: This course provided the main base for incorporating and demonstrating learning gained through practice.

Underpinning Principles:

The design of the programme is underpinned by the following principles:

- (1) Location of ESOL teaching, self reflection and research in the overall context of practice.
- (2) Testing out general teaching and learning theories as well as language learning theories in the context of practice.
- (3) Providing opportunities for practitioners to engage in development through a combination of autonomous study and input session.
- (4) Reduction of resource outlay (capital and time) spent on the development of specialist ESOL teachers.

Overall, therefore, the design of this programme is informed by a combination of academic/practice related arguments as well as arguments around making it easier and more convenient for practitioners to gain required awards.

Structure of programme delivery:

- (1) Trainees on this programme were required to take three courses as listed above. Of the three, two had input sessions while the third, was practice based and depended on a portfolio of evidence for assessment.
- (2) Trainees had personal tutors who they were able to contact for tutorials both face-to-face and through the virtual learning environment.
- (3) Teaching practice and mentor input were key to the delivery of the programme as trainees were required to have an experienced mentor who mentored them through their teaching practice and contributed to their development of their skills.
- (4) While the input sessions depended to some extent on the tutor, the development of a comprehensive study guide for each course that were accessible to trainees through the WEBCT facilitated the use of the VLE and trainees' autonomous learning.
- (5) Assessment tasks on the programme were structured in a way that required trainees to demonstrate their ability through a combination of written assignments and portfolio based evidence, thus promoting the linkage between theory and practice.
- (6) The use of external inputs in specialist areas, like learning difficulties and some elements of linguistics was incorporated.

Immediate Outcomes

- (1) The programme provided opportunities for trainees on full employment to gain the award.
- (2) A sizable proportion of the programme was made available electronically.
- (3) Overall, we found that the delivery of the programme in the way that we have done achieved the following:
 - (a) It produced well-rounded trainees who are well on the way to becoming specialist
 - (b) It produced trainees who are well capable of linking general theories to specific practice in the field of ESOL

Post-Delivery Outcomes

- (1) Though only 6 trainees were recruited to this programme, we have already recruited 10 trainees for the subsequent cohort.
- (2) The success of the electronic/VLE component of the programme has led to strategising about the development of a distance learning mode of the programme.
- (3) At least 5 colleges who belong to the university partnership network have applied for and granted university approval to run the programme.

Retention, Achievement and Progression:

Retention

Number recruited	Number who dropped out	Reason for dropping out	Percentage retention
06	0		100%

Achievement

Number recruited	Number retained	Number of retained who gained award	Number with outstanding courses as at 27/02/09	Percentage achievement based on retention figure
06	06	5	01	84%

* All trainees with resits /outstanding pieces of work will have their award reconsidered at the June PAB

Submission of Evidence for Creative Routes to Qualified Status
Programme Development Grant (2008/2009)

Name of Institution: Department of PLD, University of Greenwich

Project lead and researcher: Gordon O. Ade-Ojo

Project 2:

Grant Reference: PDG-3LON/1 386

Project focus: Additional Diploma in Teaching English (literacy)

Project Description:

This project was designed to provide the Additional Diploma in Teaching literacy in a CPD mode to practitioners. The ultimate goal is to find a way in which practitioners will be able to combine their work schedule with the training required for gaining the qualification. Driving this is the desire to contextualise substantial part of the programme in the employment of trainees while also tapping into the use of electronic / virtual learning environment to reduce the attendance demands of the programme. It was envisaged that at the end of the programme, trainees would have had the opportunity to locate the theoretical components of their training in their actual practice within the context of significantly reduced attendance requirements, while at the same time having opportunity to input experience from their practice which can be shared in a virtual learning environment with their colleagues. In order to achieve this, trainees were required to attend lectures one evening a week but to engage with the University's WEBCT as a tool for autonomous learning and dissemination and sharing of ideas and good practice. The programme consists of three courses: (1) Literacy, ESOL and the Learners: This course was the main focus of attendance at lectures during the first phase of the programme. It provided a solid theoretical base which trainees were able to put into context in their practice. (2) Literacy Theories and Frameworks: This served as the anchor for trainees' autonomous learning. Although it had some input sessions, the main thrust was the identification of a research topic based on self-reflection by trainees which then formed the basis of individual research. (3) Literacy Teaching and Learning: This course provided the main base for incorporating and demonstrating learning gained through practice.

Underpinning Principles:

The design of the programme is underpinned by the following principles:

- (1) Location of Literacy teaching, self reflection and research in the overall context of practice.
- (2) Testing out general teaching and learning theories as well as language learning theories in the context of practice.
- (3) Providing opportunities for practitioners to engage in development through a combination of autonomous study and input session.
- (4) Reduction of resource outlay (capital and time) spent on the development of specialist Literacy teachers.

Overall, therefore, the design of this programme is informed by a combination of academic/practice related arguments as well as arguments around making it easier and more convenient for practitioners to gain required awards.

Structure of programme delivery:

- (1) Trainees on this programme were required to take three courses as listed above. Of the three, two had input sessions while the third, was practice based and depended on a portfolio of evidence for assessment.
- (2) Trainees had personal tutors who they were able to contact for tutorials both face-to-face and through the virtual learning environment.
- (3) Teaching practice and mentor input were central to the delivery of the programme as trainees were required to have an experienced mentor who mentored them through their teaching practice and contributed to their development of their skills.
- (4) While the input sessions depended to some extent on the tutor, the development of a comprehensive study guide for each course that were accessible to trainees through the WEBCT facilitated the use of the VLE and trainees' autonomous learning.
- (5) Assessment tasks on the programme were structured in a way that required trainees to demonstrate their ability through a combination of written assignments and portfolio based evidence, thus promoting the linkage between theory and practice.
- (6) The use of external inputs in specialist areas, like learning difficulties and some elements of linguistics was incorporated.

Immediate Outcomes

- (1) The programme provided opportunities for trainees on full employment to gain the award.
- (2) A sizable proportion of the programme was made available electronically.
- (3) Overall, we found that the delivery of the programme in the way that we have done achieved the following:
 - (a) It produced well-rounded trainees who are well on the way to becoming specialist
 - (b) It produced trainees who are well capable of linking general theories to specific practice in the field of literacy

Post-Delivery Outcomes

- (1) Though only 7 trainees were recruited to this programme, we have already recruited over 20 trainees for the subsequent cohort.
- (2) The success of the electronic/VLE component of the programme has led to strategising about the development of a distance learning mode of the programme.
- (3) Individual colleges have requested a tailor-made delivery of the programme for the CPD of their staff.
- (4) At least 5 colleges who belong to the university partnership network have applied for and granted university approval to run the programme.

Retention, Achievement and Progression:

Retention

Number recruited	Number who dropped out	Reason for dropping out	Percentage retention
07	0	Failed one unit but has not re-engaged.	100%

Achievement

Number recruited	Number retained	Number of retained who gained award	Number with outstanding courses as at 27/02/09	Percentage achievement based on retention figure
07	07	3	04	43%

* All trainees with resits /outstanding pieces of work will have their award reconsidered at the June PAB

**Submission of Evidence for Creative Routes to Qualified Status
Programme Development Grant (2008/2009)**

Name of Institution: Department of PLD, University of Greenwich

Project leads: Carol Randall and Dr Gordon Ade-Ojo

Project 3:

Grant Reference: PDG-3LON/A 385

Project focus: Additional Diploma in Teaching mathematics (Numeracy)

Project Description:

This project was designed to provide the Additional Diploma in Teaching Numeracy in a CPD mode to practitioners. It provided opportunities for practitioners to combine their work schedule with the training required for gaining the qualification. Driving this is the desire to contextualise substantial part of the programme in the employment of trainees while also tapping into the use of electronic / virtual learning environment to reduce the attendance demands of the programme. It was envisaged that at the end of the programme, trainees would have had the opportunity to locate the theoretical components of their training in their actual practice within the context of significantly reduced attendance requirements, while at the same time having the opportunity to input experience from their practice which can be shared in a virtual learning environment with their colleagues. In order to achieve this, trainees were required to attend lectures one evening a week while engaging with the University's WEBCT as a tool for autonomous learning and dissemination and sharing of ideas and good practice.

The programme consists of three courses:

(1) Pedagogy for Teachers of Numeracy: Numeracy and the Learners: This course is designed to meet some of the subject-specific requirements for teaching Numeracy as a specialist subject. It focuses on the background, needs and aspirations of the Numeracy learner, taking into account the personal, social and cultural factors affecting Numeracy development. In addition, the course provides trainee teachers with an opportunity to demonstrate aspects of their personal mathematical skills, knowledge and understanding.

(2) Pedagogy for Teachers of Numeracy: developing Numeracy Knowledge and Understanding: This course focuses on theories of teaching and learning, curriculum development and current research. In addition, the course provides trainee teachers with an opportunity to demonstrate

aspects of their personal mathematical skills, knowledge and understanding.

(3) Pedagogy for Teachers of Numeracy: Numeracy Learning and Teaching: This course is designed to meet some of the subject-specific requirements for teaching Numeracy as a specialist subject. It focuses on providing opportunities for trainee teachers to demonstrate their skills and knowledge as specialist teachers of Numeracy through their commentary on the decisions informing their lesson planning, choices of strategies for teaching and assessment, management of the learning environment and strategies for addressing diversity and inclusion. In addition, it provides opportunities for trainees to evaluate their own performance as teachers and to consider their own continuing professional development.

Underpinning Principles:

The design of the programme is underpinned by the following principles:

- (1) Location of Numeracy teaching, self reflection and research in the overall context of practice.
- (2) Testing out general teaching and learning theories as well as Numeracy learning theories in the context of practice.
- (3) Providing opportunities for practitioners to engage in development through a combination of autonomous study and input session.
- (4) Reduction of resource outlay (capital and time) spent on the development of specialist Numeracy teachers.

Overall, therefore, the design of this programme is informed by a combination of academic/practice related arguments as well as arguments around making it easier and more convenient for practitioners to gain required awards.

Structure of programme delivery:

- (1) Trainees on this programme were required to take three courses as listed above. Of the three, two had input sessions while the third, was practice based and depended on a portfolio of evidence for assessment.
- (2) Trainees had personal tutors who they were able to contact for tutorials both face-to-face and through the virtual learning environment.
- (3) Teaching practice and mentor input were key to the delivery of the programme as trainees were required to have an experienced mentor who mentored them through their teaching practice and contributed to their development of their skills.
- (4) While the input sessions depended to some extent on the tutor, the development of a comprehensive study guide for each

course that were accessible to trainees through the WEBCT facilitated the use of the VLE and trainees' autonomous learning.

- (5) Assessment tasks on the programme were structured in a way that required trainees to demonstrate their ability through a combination of written assignments and portfolio based evidence, thus promoting the linkage between theory and practice.
- (6) The use of external inputs in specialist areas, like learning difficulties and some elements of linguistics was incorporated.

Immediate Outcomes

- (1) The programme provided opportunities for trainees on full employment to gain the award.
- (2) A sizable proportion of the programme was made available electronically.
- (3) Overall, we found that the delivery of the programme in the way that we have done achieved the following:
 - (a) It produced well-rounded trainees who are well on the way to becoming specialist
 - (b) It produced trainees who are well capable of linking general theories to specific practice in the field of Numeracy

Post-Delivery Outcomes

- (1) Though only 5 trainees were recruited to this programme, we have already recruited 13 trainees for the subsequent cohort.
- (2) The success of the electronic/VLE component of the programme has led to strategising about the development of a distance learning mode of the programme.
- (3) At least 3 colleges who belong to the university partnership network have applied for and been granted university approval to run the programme.

Retention, Achievement and Progression:

Retention

Number recruited	Number who dropped out	Reason for dropping out	Percentage retention
05	0		100%

Achievement

Number recruited	Number retained	Number of retained who gained award	Number with outstanding courses as at 27/02/09	Percentage achievement based on retention figure
05	05	2	03	40%

* All trainees with resits /outstanding pieces of work will have their award reconsidered at the June PAB